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## The Syllabus Design of ESP for The Students of Health Analyst

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### Abstract

*The research was purpose at finding out the need analysis of English for the Health Analyst students, and also designing the syllabus based on the students need. The research was conducted at Academy Health analyst Muhammadiyah Makassar. This research is descriptive research. Data were analyzed using quantitative and qualitative methods. Information on the needs of students is obtained through the provision of questionnaires and interviews to students, alumni, lecturers and stake holder. The findings based on the data analysis indicate that the students state that they need English for communicative competence, the priority in speaking and reading skill in order able to communication and read materials related their field and the student's purpose in learning English to support to getting a job in the health service institution. By the students need in this study shows that the students give positive response in the health analyst related topic, grammar items and interesting task, method to be consider in apply suggested syllabus design.*

**Keywords:** : Students' Needs, Need Analysis, English, English for Specific Purpose

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### 1. Introduction

English for Specific Purposes (ESP) has a position and a very inevitable role in the process of teaching English language. At the national and international levels in line with the era of globalization, all aspects of social life, economics, and culture encourage the mastery of English language as an important part. English as an international language becomes one of the urgent needs for Indonesia entering the era of the ASEAN Economic Community (AEC). Rahman (2018) confirmed that as many others English foreign country, in Indonesia, learners are basically intended to master four language macro-skills and to use the language for specific needs. English is widely taught as a foreign language, in particular in Indonesia. The term 'foreign language' in the field of language teaching differs from 'second language'.

The teaching of ESP in Indonesia, especially at university level, is not only limited to the English department but also to non-English, for example economics, health, law and engineering department. For instance, teaching English is needed for health especially for health analyst students. It indicates that the teaching of English should be based on the students target needs, that is, the situation in which the learners will use the language they are learning.

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Another problem on the teaching English at university level is related to the learning methods. English is appropriately given in the context of general English with a focus on teaching structure, tenses, and grammar. In this context the function of language focuses more on formula than as a communication tool. In the material nature of the repetition of learning at the Senior high school level, the function of English as a means of communication cannot be fulfilled.

The implementation of English learning tends to be fundamental courses on curriculum instruction and has the same problem faced by other colleges that implement fundamental courses. According to Alwasilah (2000:100), Fundamentals course of language lesson specially English course should be planned to build skills and avoid learning the nature of normative theory resulting in the occurrence of repetition of material in senior high school is not necessary, weak motivation of students in following the fundamental course of English in particular is caused by weak understanding of various parties that will be the results of the study and the functions of the English to students. Hence the need for a fundamental revamping of these courses should involve various parties such as stake holder, teachers and students to achieve desired results.

Mackay and Mountford (1978:2) defined ESP as the teaching of English for a “clearly utilitarian purpose”. This purpose is defined by the needs of the learners in academic, occupational, or scientific purposes. These needs in turn determined the content of ESP curriculum to be taught and learned. According to Mackay and Mountford, ESP also refers to special language that takes place in specific settings by certain participants. Dudley-Evans (1998:6-7) ESP is divided into two main areas: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

The Students from the Academy of health analyst need English specifically to support their academic achievements. ESP is the right approach in English for students of health analysts because it is designed to fulfil the needs of the student in English focusing on themes and topics related to the field of medical or health.

Furthermore, the approach to teach English as a foreign language or a second language can enhance the knowledge of students in their field of study. With their knowledge of English can be easy-to-get the latest information about the science of health analyst from various sources such as the internet as well as articles from abroad who generally speak English. Therefore, before the process of teaching the need analysis is from what is needed, so that the learners’ knowledge given could be more useful for students. The argument shows that need analysis is very important in designing the program, especially language program. This is in line with to possess a definite syllabus design in order to properly based on academic purposes. For this reason, this study is intended to analyse students’ needs in designing syllabus for Academy Health Analyst Muhammadiyah Makassar is considered necessary.

## **2. Research Methodology**

### **2.1 Research Setting**

This research was conducted at Academy Health Analyst Muahmmadiyah Makassar. This research was a descriptive research. The study employed quantitative and qualitative method. The response of participants in questionnaires were analyzed quantitative than responses in interview were analyzed qualitatively.

### **2.2 Populasi and Sample**

The population of this research were all of students of Health Analyst Muhammadiyah Makassar in academic year 2017-2015 with the number of population 453. based on the large number of student populations. The researcher used random sampling in select respondents, because every students of a population has an equal chance and opportunity to be selected as samples. According to Kerlinger (2006:188), simple random sampling is a method of withdrawal from a population or universe in a certain way so that every member of the population or universe has the same opportunity for elected or taken away. so the simple random sampling techniques to get the samples directly done on sampling units. This way conducted when the students of the population are considered homogeneous. In deciding the number of sample, the researcher used Slovin formulae suggested by Sarwono (2006:120). From the total population of students there were 82 of them chosen as sample and classified into three groups: the first year 30 students, the second year 30 students and from third year 22 students. To support the data from students, other sources were the lecture (1 respondent), graduates (10 respondents), and stake holder (2 respondents).

### **2.3 Instrument of Collecting Data**

Data collection is process, how to collect, or gathers data. While the instrument is a tool used, means of research (in the form of a set of tests and so on) to collect the data as materials processing. Arikunto (2009:101) said that the instrument of data collection is a way that will help a research of conducting research in collecting data in order that the process in collecting data is systematic. There were two instruments, first Questionnaire: This Instrument given to health analyst students, graduates, and lecturer. The questionnaire consists of 11 questions and consists of three parts: first, personal information includes age and gender of participants. Second, the Target information needs include the objectives, context, skills and linguistic features i.e. lexical, grammatical, the level of English proficiency and the learning problem, and students' desired skill to improve. Third, learning need information covered the perceive achievement, learning interest and learning method. Second: Interview result complemented the finding of the questionnaires address to some students, graduates, and lecturer as they might have rich insight concerning their needs in teaching and learning English in Academy Health Analyst that could not be tracked by questionnaires.

### **2.4 Method of Analyzing Data**

#### **a. Questionnaire**

The step that the researcher did in collecting the data are finding information about students in Academic of Health Analyst by asking the lecturer and graduates who know well situation at that campus. The researcher uses need analysis questionnaires for gathering information from the questionnaire, the respondents' target need and learning need of English course were analyzed into two ways. Firstly, the data obtained from the questionnaires 1, 2, 7,9,10, and 11 ware analysed based on percentage where the higher percentage indicated higher needs and lower needs. The option with higher percentage of needs was the priority in making a decision in designing the syllabus.

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Cumulative frequency

N = Total respondent

Secondly, the data obtained from the questionnaires the item 3, 4, 5, 6 and 8 of the questionnaires with the categories such as the importance level, frequency level, and proficiency level.

In collecting information, the researcher uses the needs analysis questionnaires containing questions which have been formulated. The question were introductory questions and adapted questions from Rosset (1982) in Kahar (2015:80) kinds of questions such as linguistic/target needs and learning needs.

- Introduction consists of personal information and views on the need English subject.
- Linguistic needs/Target need consist of students' level of learning ability and learning priorities that they should learn.
- Learning needs consist of learning problems and difficulties, and students' attitude in learning style.

The data collected from introductory questions are used for describing the participants' views on the importance of writing skill in English subject Academy of Health Analysis that proficiency score, the importance score, and the frequency score of linguistic needs and learning needs are derived by giving each category scores from one to four as identified as follows:

**Table 1.** Proficiency, Important, and Frequency Level Scores

Scores	Proficiency level	Important level	Frequency level
1	Poor	Not important	Hardly ever
2	Fair	Less important	Seldom
3	Good	Important	Often
4	Excellent	Very important	Always

sources from Kahar: 2015

To calculate frequency, the number of respondents is multiplied with its scores and then divided by the number of respondents in all categories. The mean score was calculated by: Multiplying the score category with frequency; Adding up all the scores; Dividing by the population

The mean score of the respondents' perceptions and expectations toward students' needs of writing skills were then described by using the following scale:

- 1 refers to 0 - 1.50
- 2 refers to 1.15 - 2.50
- 3 refers to 2.51 – 3.50
- 4 refers to 3.51 – 4.00

#### b. Interview

To support the data analysis of questionnaires, the data from interview simplified and quoted from the interview to describe percentage/average final result from data. The interview was taken from the respondent to seek the data students' need in learning English.

### 3. Finding

#### 3.1 Target Situation Analysis

Table 2 shows the purpose of learning ESP and is intended to clarify what students to do with their English in the future. There were three groups of respondents (students lecture and graduates). That most of respondents have learning English purposes To support to get a job (42,28%), after that develop future carrier (19.84%), present education (19,75%), then to pursue study (16,91%), next to support to get a job (8.94%), and only a few who select visiting other countries (1,22%).

**Table 2. Students' purpose in learning English**

No	The purposes of learning English	Respondents						Average
		Student		Lecturer		Graduate		
		F	%	F	%	F	%	
a.	To support to get a job	22	26,83%	1	100%	0	0,0	42,28%
b.		17	20,73%	0	0,0%	3	%	16.91%
c.	To pursue study	3	3,66%	0	0,0%	0	30%	1.22%
d.	Visiting other	16	19,51%	0	0,0%	4	0,0	19,84%
e.	countries	24	29,27%	0	0,0%	3	%	19,75%
	Develop future carrier						40%	
	Present education						30%	
		82	100%	1	100%	10	100 %	100%

The data in table 3 show that, the three groups of respondent, perception to what the students need to achieve in learning English especially ESP that able to communicate in English level scores (77,4%), able to translate English scores (13,97%), and easy to work on the English test (8,63%). This fact indicates that as for the respondents' highest average in able to communicate, after the students learning English course. It can help researchers to determine the material in making the syllabus.

**Table 3. Students' achievement in learning English**

No	The purposes of learning English	Respondents						Average
		Student		Lecturer		Graduate		
		F	%	F	%	F	%	
a.	Able to translate	18	21,9%	0	0%	2	20%	13,97
b.	English	51	62,2%	1	100%	7	70%	%
c.	Able to communicate	13	15,9%	0	0%	1	10%	77,4%
	Easy to work on the English test							8,63%
		82	100%	1	100%	10	100%	100%

The data presented in table 4, the students' context in learning English, showed two groups respondents students and graduates, varied answer but the dominant answer was in the health service institution with 60,61% respondents. This finding indicated that the respondents hoped after completing their education they could use English at their future target.

**Table 4. Students' context in learning English**

No.	Context	Students		Graduates		Average
		F	%	F	%	
a.	In the health service institution	42	51,22%	7	70%	60,61%
b.	At private service	2	2,44%	1	10%	6,22%
c.	At abroad	38	46,34%	2	20%	33,17%

82	100%	10	100%	100%
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The data Table 5 indicates that the students perceived the four skills were important, however speaking skill average 3,76 seems very important, and reading skill with average 3,60 (very important), listening skill 3,26 (important) and writing skill 3,17 (important). This shows the students' priority in learning English skills was speaking and reading.

**Table 5.** Students' specific skills in using English

No	Skill	Students	Graduates	Lecture	Average
a.	Listening	3,37	3,4	3	3,26
b.	Speaking	3,59	3,7	4	3,76
c.	Reading	3,40	3,4	4	3,60
d.	Writing	3,32	3,2	3	3,17
0 - 1.50 = not important		2.51 - 3.50 = important			
1.51 - 2.50 = less important		3.51 - 4.00 = very important			

### 3.2 Present Situation Analysis

The table 6 indicates that the students' proficiency levels of ability perceive students in English skills range around level 'fair' which can be seen from both the analysis and average score. In the average score students proficiency level of listening skill (1,63) includes on category "fair", speaking (1,64) fair, reading, and writing (2,1) on category "fair".

**Table 6.** Students' ability in learning English

Students' Ability		English skills							
		Listening		Speaking		Reading		Writing	
		F	%	F	%	F	%	F	%
1.	Poor	40	49	41	50	13	16	18	22
2.	Fair	32	39	32	37	43	52	41	50
3.	Good	10	12	10	12	25	30	18	22
4.	Excellent	0	0	1	1	1	1	5	6
Average		1,63		1,64		2,1		2,1	
0 - 1.50 = poor		2.51 - 3.50 = good							
1.51 - 2.50 = fair		3.51 - 4.00 = excellent							

Table 7, it can be concluded that students have difficulty and problem in English skills were in the 'often' level of frequency because all the problems average scores range from 2.54 to 3 which mean 'often'.

**Table 7.** The students' perceptions on learning problems

Learning problem	Level of frequency				Average
	1	2	3	4	
Listening					
a. listen many times	2	27	40	13	2,78
b. uderstand every word	2	35	38	7	2,60
c. difficulty knowing the meaning	2	25	50	5	2,70
d. could only uderstand slow speech	4	30	36	12	2,68
Speaking					
a. afraid of making a mistake	3	13	46	20	3



b. difficulty to pronounce	0	17	50	15	2,97
c. less vocabulary and grammar	1	13	52	16	3
d. unfamiliar topic	1	31	45	5	2,65
Reading					
a. less vocabulary and grammar	1	19	47	15	2,92
b. lack of motivation to read	3	27	42	10	2,71
c. text content that is not relevant	4	34	35	9	2,59
Writing					
a. less vocabulary and grammar	1	19	47	15	2,81
b. spelling and punctuation problem	3	27	42	10	2,54
c. do not how to write well	4	34	35	9	2,73
0 - 1.50 = hardly ever (1)	2.51 - 3.50 = often (3)				
1.51 - 2.50 = Seldom (2)	3.51 - 4.00 = always (4)				

The most common problem in learning English and tend to occur repeatedly in the students, namely a lack of vocabulary and grammar that affects self-confidence so that they afraid of making a mistake in English skill. All these indicate the importance for this research to design syllabus to help students reduce the effects of those problems and maximize their learning English in Academy Health Analyst.

### 3.3 Learning Situation Analysis

The result of activity from the three groups of respondents give positive response >50%. These indicated in process teaching and learning ESP they need various activities, that can be improved students' motivation in learning. Suggested to apply a wide range of techniques such as information gaps, variety of activities, topics or learner roles and etc. (Hutchinson and Waters, 1987:139)

This study also showed the students' methodological preference in learning English. Received high percentage was learning in group (96, 75%), paired learning (93, 09%), learning in the classroom (86, 34%), learning outside the classroom and individual learning (49,51%).

## 4. Discussion

### 4.1 Need Analysis

In this step the researcher use needs Analysis information to formulate the learning goals. The learning goals are used as the basis for designing syllabus of English Specific Purpose. To initiate the discussion in this section, used the need inventory identified in the previous step.

The process of identification is first of all analyzing the learning ability in English course. Learning ability is analysis of the skill in English student's proficiency level in the four skill in English i.e Speaking, Listening, Reading, Writing. The results of analysis indicate that the students proficiency level of all the English skill ranges around level "fair" as showed in the following average scores achievement. Speaking (the average score is 1,64), Listening (the average score is 1,63), Reading (the average score is 2,1) and Writing (the average score is 2,1). The students have fair achievement in all components

so all the items must be taught from Speaking, Listening, Reading, Writing. The lecture should prioritize practices teaching English skills in the classroom.

The summary of learning ability. :

- a) Purpose: To support to get a job,
- b) Context: In the health service institution,
- c) Skill : Speaking and Reading, Achievement : Able to communicate ,
- d) Language content:
  - Topic (Occupational safety and health, Bacteriology, Virology, Clinical chemistry, Instrument, Duties and roles Health analyst, Parasitology, Mikology, Hematology, Biomolecular)
  - Grammar (Degree of comparison, Tenses (Present, past, future), Conditional Sentences, Active and Passive, Verb, Noun, preposition, conjunction, adjective, adverb, Singular/plural, Countable/uncountable, Active/passive voice)

Deciding learning priorities is conducted by analyzing the respondents' perceptions on the importance level of giving the English skills' components (Speaking, Listening, Reading, and Writing) in learning English skills in English subject. The result can be organized as follows: Speaking (the average score is 3,76= very important), Listening (the average score is 3,26= important), Reading (the average score is 3,60= very important) and Writing (the average score is 3,17=important). Students suppose that Speaking and reading in learning English skills of English subject are very important and Listening and Writing are important. And the summary of learning needs in this research: learning Problems and learning attitude

- a. Learning Problems: less vocabulary and grammar, afraid of making a mistake, Pronunciation difficulties, difficulty knowing the meaning, lack of motivation to read, do not to write well, unfamiliar topic.
- b. Learning attitude
  - Learning preferences: Translate sentences, learning from dictionaries, translate, practice the dialogue, practice the dialogue, make conclusion of reading, Role playing, Persentation, Interview, Describe, Discussion, memorize words, betrothed, synonyms, antonyms, complete the words in a sentence.
  - Metodology preferences: learning in groups, paired learning, learning in the classroom, learning outside the classroom, individual learning.

## **4.2. Syllabus Design**

Having determined, discussed, and analyzed the students' needs, the students proposed a suggested syllabus for the students at Health Analyst Muhammadiyah Makassar. This syllabus was created to help improve their English skills and focuses ability to use English orally, writing and vocabulary related that the students' subject.

At Academic of Health Analysis, English subject is only two credit course which is normally taught in 16 meetings that include learning contract, teaching the material, mid-term, and final test.

Based on description, nine topics will be selected to teach to the students referred to the situation also. After consultation to the lecturer, The consultation discussed how and why the topics have to be organized that way which resulted in the following types of



content: Instrument, Bacteriology, Occupational safety and health, Parasitology Virology, Mikology ,Clinic chemistry, Biomedic and Duties and roles Health analyst

The sequence of the topics grammar items which selected according to the gramatical demands of each topic to be taught and practice altogether in the classroom interactions. It can be illustrated topic will be given as follows:

1. Instruments: a) Determiner such as a, an, the. b) Countable/uncountable
2. Bacteriology: a)Tenses (Simple present and Present continuous tense), b) Part of speech
3. Occupational safety and health : a) Futur tense, b) Verb 1 such, c) Modal Auxiliary
4. Parasitology: Tenses (Simple Present and Present continuous)
5. Virology: a) Part of speech, b) Simple present
6. Mikology: a) Yes/no question, b) WH-question
7. Clinic chemistry :Part of speech
8. Biomedic : Active voice and Passive voice
9. Duties and roles Health analyst : Conditional sentences

## 5. Conclusion

The syllabus that proposed in this research is based on the needs analysis of the students Academy Health Analyst Muhammadiyah Makassar. The suggested syllabus is creating to help the students in ESP course to improve their English skills. The syllabus focuses on the improvement of the students' ability to use English orally, reading and grammar related health analyst subject to prepare them to be able successfully meet their needs, which in turn will help to achieve the objective or goal that provided in the suggested syllabus.

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